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ABSTRACT

This teaching unit, Introduction to the Military, is one in a series of curriculum guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking 5th and 6th grade elementary classroom experiences with the world of work. These seven lessons about the military give basic information about branches of military service, job opportunities, and the contributions military people make to the civilian population. An introductory section gives the rationale for the unit, goals, performance objectives, entry-level assessment, and evaluation. A list of suggested instructional materials, such as films, filmstrips, books, community resources, and art supplies, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

ED107920

Project CHOICE
#75

A CAREER UNIT FOR GRADES 5 AND 6

INTRODUCTION TO THE MILITARY

(Public Service Occupations Career Cluster)

CE 007 645

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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January, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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INTRODUCTION TO THE MILITARY

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Public Service Occupations Career Cluster

INTRODUCTION TO THE MILITARY

RATIONALE

Many students are interested in the various branches of the military. This is a unit wherein students, as a class, will learn about the numerous occupational opportunities for men and women in the armed forces. Civilian-soldiers, or reserve benefits will also be examined.

GOALS

Through this unit, the students will:

-Learn about the branches of the armed forces.

-Acquire an insight about the various jobs performed within the military.

-Become aware of the career opportunities for men and women within the military.

-Learn how our country has moved from a draft system to an all volunteer military.

-Study the advantage of Reserve duty.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

-Identify the branches of the military.

-State occupational opportunities.

-Describe the contribution military people make in the field of entertainment.

-Describe the recruiting procedure for inductees.

-Distinguish between the draft and volunteer armed forces.

-Give examples of careers for women.

-Identify ways the military helps the civilian population.

ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of the military:

1. Can you name the various branches of our armed forces?
2. How does the military contribute to our national security?
3. What kind of job could you have in the military if you are interested in music?
4. What are some of the jobs that women can do in the military?
5. In what ways does the military help the civilian community?
6. What is a civilian-soldier?
7. What is "zero draft?"
8. Do you know of any famous military men?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Films, as listed.
-Books, as listed.
-Pamphlets, as listed.
-Tapes and tape recorder.
-Film projector.
-Record player.
-Task cards.
-Permission slips.

<u>Films</u>:

Admirals in the Making
On Target: Atlas ICBM
Screen News Digest Vol. 15, Issue 8 "Zero Draft"

Books:

Dewey Number	Title	Author
355.1	In Scarlet & Blue (Military Uniforms)	Gringhuis
341.13	What Does a U.N. Soldier Do?	Pierson
973.3	Submarine Fighter of the American Revolution: The Story of David Bushnell	Wagner
921	Thaddeus Lowe: American's One-Man Air Force	Hoehling
973	An Album of Black Americans in the Armed Forces	Miller
920	Medal of Honor Heroes	Reeder
357.1	The Buffalo Soldiers in the Indian Wars	Downey
978	Long Knife	Dines
623 & PR(U)	Mapping the World	Colby
351.7	Coast Guard in Action	Bergaust
359.9	What Does a Coastguardsman Do?	Compton
359.9	Let's Go to U.S. Coast Guard Academy	Butler
979.498	Jack Rabbits to Jets: History of North Island	Sudsbury
CL6	Jets Away!	Montgomery
359	All About the U.S. Navy	Castillo
921	The Indestructible Commodore	Perry
359.9	The U.S. Frogmen of World War II	Blasingame
387 & PR(P)	About the Captain of a Ship	Chace
355.1	Soldiers and Armies	Tucker
910.45	Great Men of the Sea	Anderson

Pamphlets:

Navy Careers
Navy Officer Careers Handbook
Everything You Wanted to Know About Navy Waves
Life in the Marine Corps
The Career Seekers Guide to Occupational Opportunities in the Marine Corps
A Head Start in the Navy
Travel
Training
Nuclear Power Program
Sub-Venture
An Education

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films: MP 2073 Salute to a Crusader - Dwight D. Eisenhower
MP 2140 Zero Draft

COMMUNITY RESOURCES

Contact local recruiting officers for speakers and audio-visual materials. In Bakersfield, contact;

Coast Guard , 861-4117.

Marine Corps, 861-4331.

Navy, 861-4337.

Army, 834-2773.

Air Force, 861-4334.

Parents of students.

Community members.

INSTRUCTIONAL STRATEGY: LESSONS 1-7

Lesson 1

PURPOSE

To familiarize students with the various functions of the military.

MATERIALS

1. Paper.
2. Pencil.
3. Newspapers.
4. Books on the military.
5. Pamphlets from military recruiters.
6. Task cards 5 and 7.

INTRODUCTION

Say: "Today we will begin learning about the contribution of the military to our society, and possible opportunities in the military. First we will take a short pretest to see what you already know about the military.

CLASS ACTIVITIES

1. Take pretest.
2. Assign some students the job of bringing newspaper articles about the military.
3. Have some students read military stories, using task card 5.
4. Have some students read military pamphlets.
5. Do task cards.

SUMMARY

1. Bulletin board using task card 7.
2. Reports from students reading books, pamphlets, and newspaper articles.

Lesson 2

PURPOSE — To consider some of the aspects of life within the Army.

MATERIALS

1. Suggested film available from Instructional Resource Center, Superintendent of Schools: Salute to a Crusader - Dwight Eisenhower 2073.
2. Task cards 12 and 13.

INTRODUCTION — Say: "Every country throughout history has had an Army for its national defense. The Army has produced some very famous people, and today we will see one of them. Also, we'll look at some of the changes in uniforms that have taken place, as the military keeps pace with the changing times.

CLASS ACTIVITIES

1. View film.
2. Role play task card 13.

SUMMARY — Reports from groups using task cards.

Lesson 3

PURPOSE — To become aware of what a Marine recruit does.

MATERIALS

1. Field trip to Marine Corp Recruiting Depot.*
2. Permission slips.
3. Task card 8.

INTRODUCTION — Say: "How many of you know what a "leatherneck" is? If you think it is a Marine, you're right. That's the nickname used for them in the past. It was a slang term that generally meant hard and tough. Today, the Marine Corps, like any large, efficiently run organization needs highly skilled personnel to fill important jobs that are relevant to civilian life as well."

CLASS ACTIVITIES

1. Field trip to Marinc Corp Recruiting Depot.
2. Be alert to observe specific duties performed by Marines.
3. Do task card 8.

SUMMARY

1. Report on task card 8.
2. Discussion about field trip.

*Plan well in advance! Call local recruiting officer, in Bakersfield, 861-4331.

Lesson 4

PURPOSE

To consider the options of long-term careers within the Navy or Marine Corps.

MATERIALS

1. Pamphlets from the Navy & Marine Corps: Navy Careers, Navy Officer Careers Handbook, Everything You Always Wanted to Know About Navy Waves, The Navy Adventure, Life in the Marine Corps, The Career Seekers Guide to Occupational Opportunities in the Marine Corps.

2. Task cards 2, 3, 4, 8, 9, 11.

INTRODUCTION

Say: "Today, as we move further into the space age and nuclear age the military depends more upon career persons to perform responsible jobs."

CLASS ACTIVITIES

1. Have students look through pamphlets and select one marine or navy job which interests them. In a report have the students tell why they chose the job and the qualifications needed for the job.

2. Reports may be discussed with class (optional).

3. Task cards.

SUMMARY

Discuss why the military needs career people in today's world.

Lesson 5

PURPOSE — To describe the difference between the draft and volunteer armed forces.

MATERIALS

1. Suggested film available from Instructional Resource Center, Superintendent of Schools: Screen News Digest Vol. 15, Issue 8, "Zero Draft" (traces the draft in United States from Civil War to 1973.)

INTRODUCTION — Say: "During times of national emergency, our Government has used the draft to supply the needed manpower necessary for an effective military force. As of now, the draft is no longer used to take qualified persons for compulsory military service. One now volunteers to serve on a short-term basis, or as a full-time career person in the military."

CLASS ACTIVITIES

1. View film.
2. Discuss film.

SUMMARY

1. Review film discussion.

Lesson 6

PURPOSE

To show that women can make a valuable contribution to the armed forces.

MATERIALS

1. Optional: Speaker who is a woman in the armed forces.
2. Task cards 9 and 11.
3. Paper (writing and drawing).
4. Pencils (writing and colored).

INTRODUCTION

Say: "Did you know that today's women have the same chance as men do, to take advantage of educational opportunities in one of the branches of the military? At the same time, they are working in jobs that will be useful to them later in civilian life. Today we will be learning about opportunities for women in the military."

CLASS ACTIVITIES

1. If possible, have speaker and discussion about speakers information.
2. Do task cards.
3. Draw posters based on careers now available for Waves.

SUMMARY

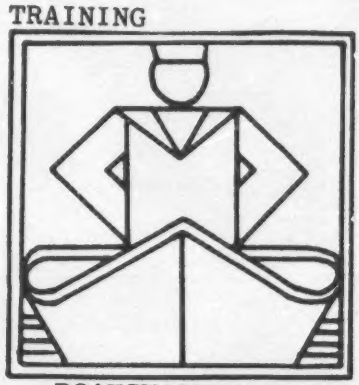
1. Reports on task cards.
2. Bulletin board posters.

Lesson 7

PURPOSE	To evaluate what the students have learned.
MATERIALS	1. Entry level assessment. 2. Task cards for unit.
INTRODUCTION	Say: "Today we will find out what we have learned about the military.
CLASS ACTIVITIES	1. Take Entry Level Assessment as a post-test. 2. Free use of task cards.

COAST GUARD ON THE JOB TRAINING

AVIATION MACHINIST MATE (AD)



BOATSWAIN'S MATE (BM)

You need:

1. Paper (writing and drawing)
2. Pencil (regular and colored)
3. Copy of Help Yourself Encyclopedia
   or
   Pamphlet about jobs in the coast guard

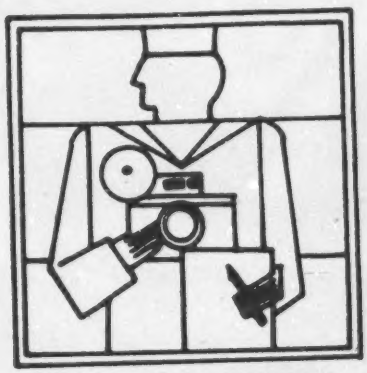


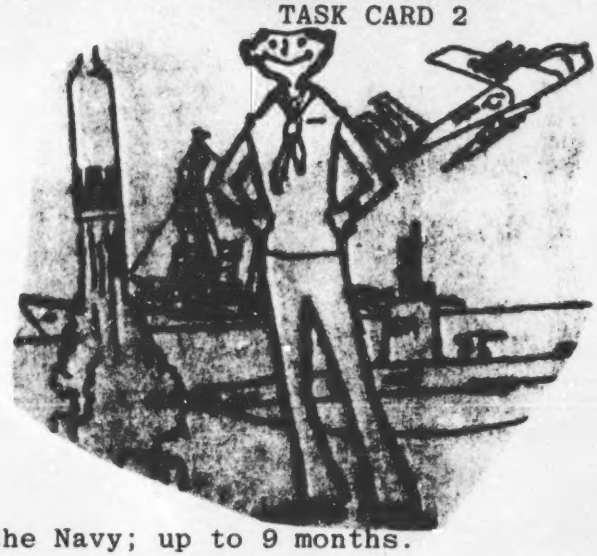
PHOTO-JOURNALIST (PA)

Training you receive in the Coast Guard can lead to civilian-related jobs later.

1. Read to find out about jobs in the Coast Guard.
2. Make a list of civilian jobs that could be related.
3. Do any of these jobs seem interesting to you? Why?
4. If you wish, make illustrations for each job, to be used on a bulletin board.

RADIOMAN (RM)

TASK CARD 2



OPPORTUNITIES IN THE NAVY

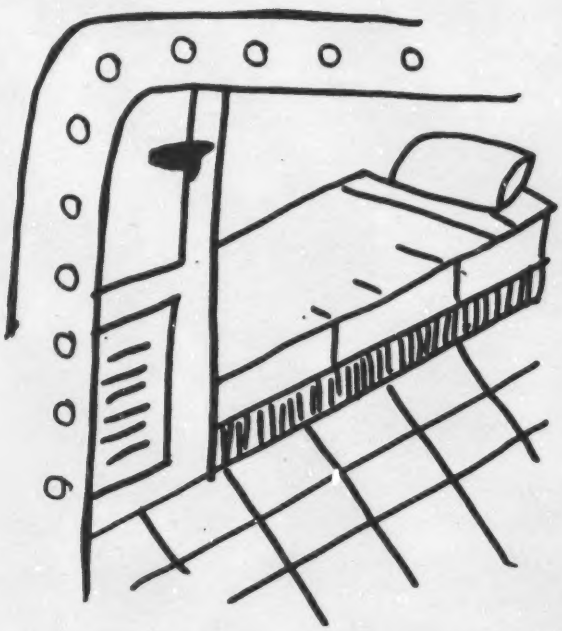
You need:

1. Telephone
2. Paper
3. Felt pens or crayons
4. Pamphlets:
    1. A Head Start in the Navy; up to 9 months.
    2. Travel
    3. Training

Are you looking for an interesting job? The Navy might be the place for you.

1. Telephone a parent in your school who has been or is in the Navy.
2. Ask about career opportunities the Navy offers.
3. Ask about special schooling offered through the Navy.
4. Ask about travel opportunities.
5. Read the pamphlets.
6. Make a poster that would include the information you've gathered.

MUSTER ON THE QUARTER DECK!



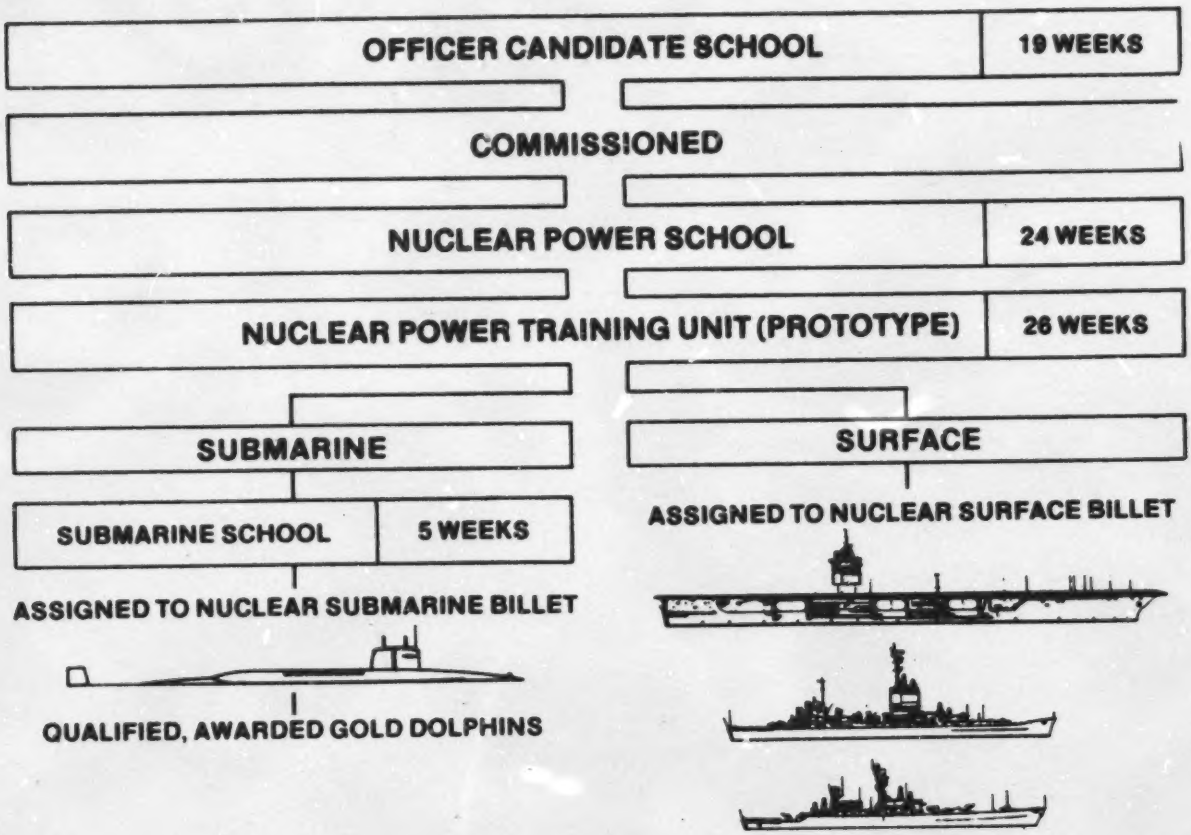
You need:

1. Paper
2. Pencil

Pretend:

Just as you hit your bunk bed after a hard day's work, the fire drill alarm sounds. The command comes over the loud speaker: "Muster on the quarter deck!"

1. Write about how you feel.
2. Tell why you think this is necessary even during the middle of the night.



You need:

1. Paper
2. Pencil
3. Pamphlets: Sub-Venture; Nuclear Power Program

Nuclear Propulsion Officer Candidates are assigned either to a submarine or surface ship.

1. Write a report about which type of ship you would rather be on? Why?
2. Why do you think candidates for nuclear submarines need additional schooling?
3. Be prepared to give a report to the class. You might have to do a little research on your own.

YOU ARE ON TARGET

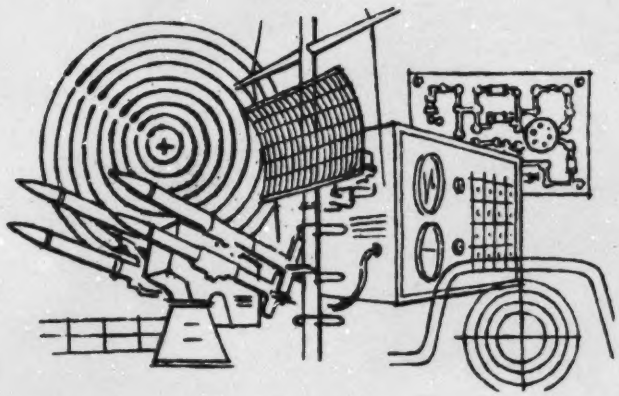
You need:

1. Paper
2. Pencil
3. Books on Military

Many interesting books have been written about the various branches of military, from submarine fighters to frogmen of World War II.

1. Select a book to read.
2. Write a book report.
3. Present it to the class.

WHAT'S THE CODE?



You need:

1. Paper
2. Pencil
3. Encyclopedia

We communicate in different ways, and radio men in all branches of service use codes to send messages.

1. Use the encyclopedia to find symbols for Morse Code.

2. Write a message to a classmate, using Morse Code.

3. Can he decode your message?

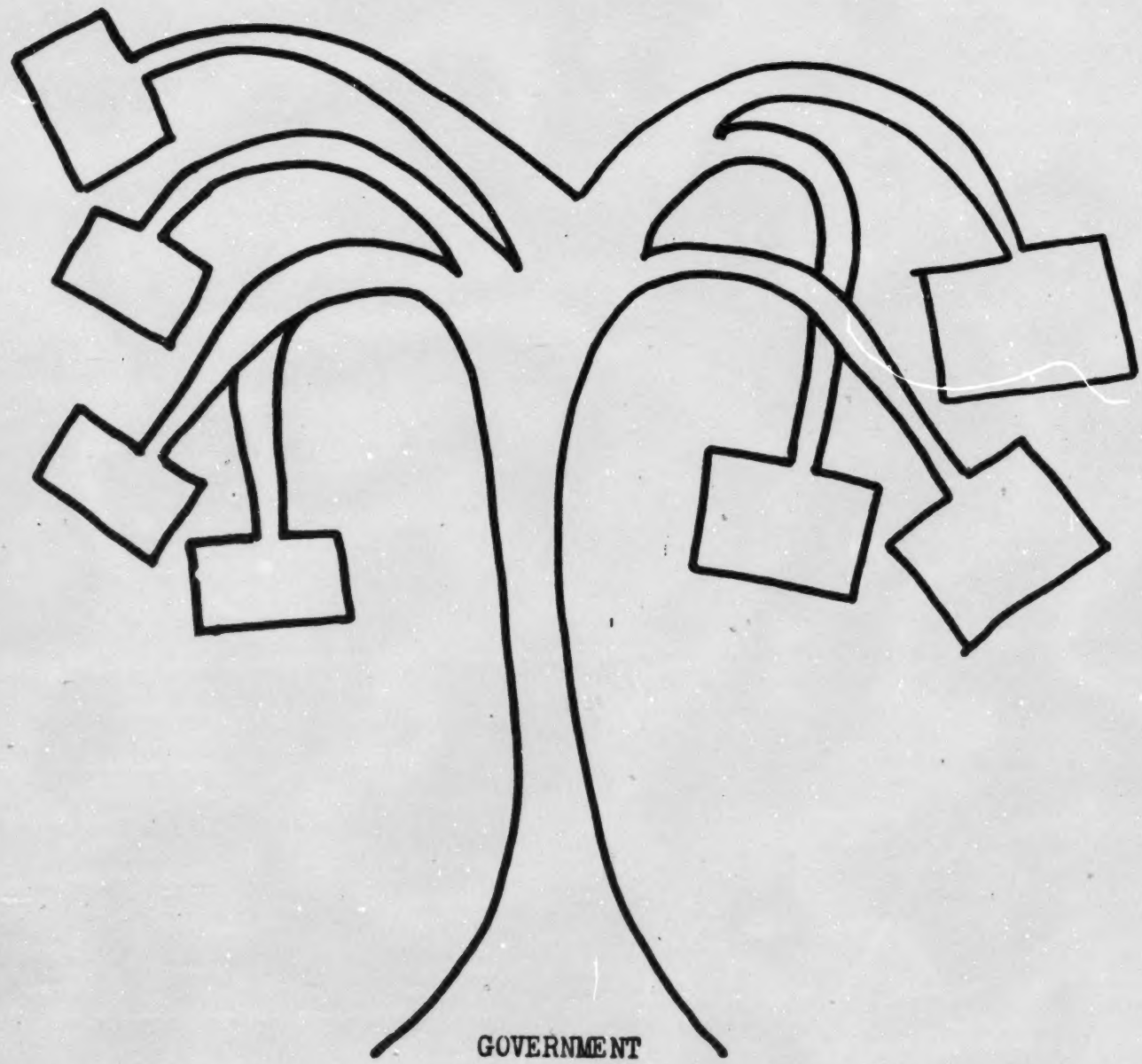
4. Have him read it to the class.

BRANCHES OF SERVICE

You need:

1. Paper
2. Pencil

Draw a tree, and list the various branches of service.



WHAT'S A RECRUIT

You need:

1. Paper
2. Pencils (regular and colored)
3. A field trip to the Marine Corps Recruit Depot
4. Marine Corps pamphlets

Discuss what you learned on the field trip. Study the pamphlets. Then write your own pamphlet for new recruits.

1. Get all the facts.
2. Be specific.
3. Illustrate your pamphlet.

WOMEN TOO, HAVE FREEDOM OF CHOICE

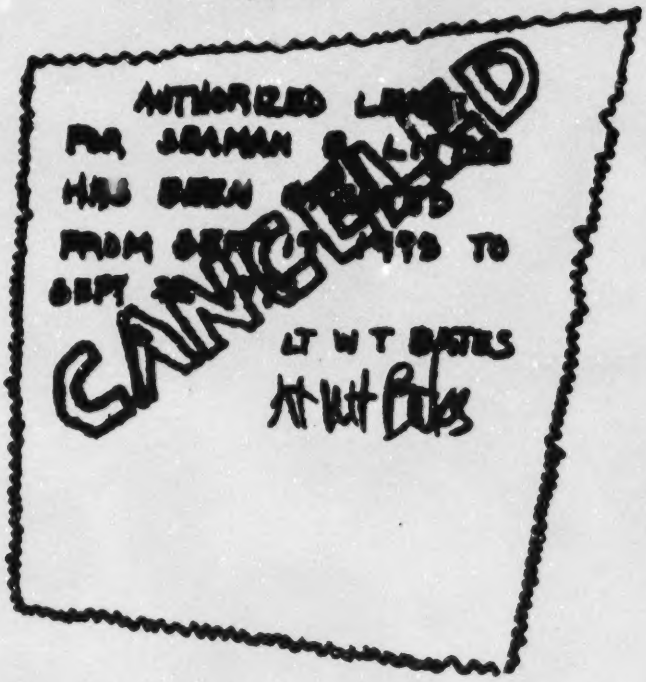
You need:

1. Paper
2. Pencil
3. Pamphlet from Marine Corps: Occupational Opportunities for Men & Women in the U.S. Marine Corps

America's modern women now have more career opportunities open to them. The military offers women a wide choice of interesting jobs.

1. List all the jobs available to women in the United States Marine Corp.
2. Why are some jobs open only to men?
3. Present your information to the class.

ALL LEAVES CANCELED!



You need:

1. Paper
2. Pencil

You are a lover of out-door sports, and have planned a week-long tour of Hawaii when your ship pulls into port. Just as you are about to leave the ship, an emergency arises and all leaves are cancelled.

Write about:

1. What that emergency might be.
2. How you feel about it.
3. Why canceling leaves is necessary sometimes.

WAVES AND WACS

You need:

1. Paper
2. Pencil
3. Pamphlets from Navy:
    1. An Education
    2. Everything You Always Wanted to Know About Navy Waves
4. Encyclopedia

A. Use the encyclopedia to look up background information on Waves and Wacs. On your paper answer these questions.

1. When were these branches of service begun?
2. Which branches of service are the Waves and Wacs part of?

B. Read through the pamphlets and answer these questions:

3. List some educational advantages that military persons have, that civilians do not have.
4. List three Wave careers which interest you and tell why you feel you'd be good at them.
5. Prepare a report on the advantages of being a Wave. Include the length of time one may serve on active duty, living conditions on a base, vacation time, pay, benefits while a Wave, and advantages one will have if she returns to civilian life. Include in your report a list of qualifications to become a Wave.

FROM FOUR STAR GENERAL TO PRESIDENT

You need:

1. Paper
2. Pencil
3. Film: Salute to a Crusader - Dwight Eisenhower*; Film projector

Dwight D. Eisenhower was one of the most outstanding generals of World War II. His popularity led him to the presidency.

1. View the film mentioned above.
2. Write down important facts.
3. Present your information to the class.

*To the teacher: Available at Instructional Resource Center, Superintendent of Schools.

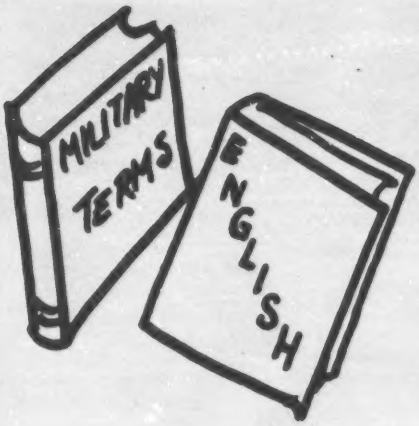
A MESS IN THE MESS HALL!

You need:

1. Some good actors
2. A script
3. An audience

Role play, or act out the following situation:
As chief chef of the Officers' Mess, you decide to serve a simple supper of franks and beans. Just as you have everything prepared, the Major rushes into your kitchen to tell you that a visiting General has decided to eat dinner with the men in your mess hall. The General is a very fussy eater, and likes fine food. What will you do?

Record Your Findings!



You need:

1. Pencil
2. Lined paper
3. 9 x 12 construction paper
4. Book on the military (you can select from those in the library)

Using the construction paper and the lined paper make a notebook. Record all the military terms you can find. Write them in your notebook. Try to determine if the terms come from languages other than English. Write the language source next to the term.